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ABSTRACT

A statewide Indiana study designed to pilot selected learning outcomes in foreign language programs is reported. It investigated the usefulness of the state's "Guide to Proficiency-Based Instruction in Modern Foreign Languages for Indiana Schools." The report outlines the project's background, the need for proficiency-based goals, the professional interest in foreign language proficiency in northwest Indiana, project goals and activities, results, and recommendations. The recommendations include development and wide dissemination of language-specific proficiency-based guidelines in French, German, and Spanish, preparation and dissemination of a brief videotaped presentation on the benefits of the state guide, inservice education for foreign language teachers, support for teachers to maintain their expertise through in-country experience, allocation of resources for foreign language teaching, regular workshops to include contact with native speakers, daily planning periods for language teachers, and collaboration between state universities and local language teachers. Appended materials include a list of project participants, sample teaching capsules, an attitude testing report, the final questionnaire used, and a bibliography. (MSE)

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FOREIGN LANGUAGE PROFICIENCY IN ACTION

Evaluation of the Indiana Proficiency-Based Curriculum Guidelines for Modern Foreign Language Teachers

FINAL REPORT

PC

PURDUE UNIVERSITY CALUMET

Hammond, Indiana

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FOREIGN LANGUAGE PROFICIENCY IN ACTION

PILOT EVALUATION OF THE INDIANA PROFICIENCY-BASED CURRICULUM GUIDELINES FOR MODERN FOREIGN LANGUAGE TEACHERS

FINAL REPORT

Proposal funded under U. S. Department of Education Title II, The Education for Economic Security Act: Demonstration and Exemplary Programs in Indiana.

Department of Foreign Languages and Literatures
Purdue University Calumet
Hammond, Indiana 46323
September 30, 1986

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FOREWORD

This document is the product of a one-year study funded by Title II of the Economic Security Act through the Indiana Department of Education. The purpose of this study was to pilot selected learning outcomes as defined in advance copy of the Indiana generic foreign language guide, A Guide to Proficiency-Based Instruction in Modern Foreign Languages for Indiana Schools. Schools participating in this project were involved in designing classroom activities and strategies to help students achieve the learning outcomes stated in the guide. Some of those activities are described in this report.

This was a first step in an attempt to determine the usability of the guide as a tool for local curriculum planning and implementation. The teachers involved in this effort and Purdue University Calumet should be commended for their pioneering work on this project.

Walter H. Bartz
Consultant
Foreign Language Education
Indiana Department of Education

ACKNOWLEDGEMENTS

To have been selected to conduct this project on behalf of Purdue University Calumet and the foreign language teachers of Northwest Indiana was an honor. Much work and sacrifice were given to this pilot implementation of the Indiana Modern Foreign Language Generic Competencies Levels I-IV Advance Copy by many individuals and I wish to express my heartfelt appreciation to all those who contributed to and supported the project. This advance copy is the forerunner of A Guide to Proficiency-Based Instruction in Modern Foreign Languages for Indiana Schools.

Above all, I am grateful to the foreign language teachers of Northwest Indiana for their individual efforts and dedication. I also wish to express my appreciation to Dr. Walter H. Bartz, Foreign Language Education Consultant, Indiana Department of Education, for his unflagging advice and encouragement; to Ms. Lorraine Strasheim, Coordinator for School Foreign Languages, Office of School Programs, Indiana University Bloomington, for her sharing of expertise and experience; to Dr. Dorothy Johnson, Professor of Education, Purdue University Calumet, for her wise counsel, the fruit of many years of collaboration with teachers in Northwest Indiana; to Dr. Barbara E. Kienbaum, Associate Professor of German, Purdue University Calumet, and Curriculum Consultant to the project; to Dr. Alan Garfinkel, Associate Professor of Spanish, Purdue University West Lafayette, and to Ms. Arlene Russell, Associate Professor of French, Purdue University Calumet, for their elucidations of the mysteries of communicative proficiency; and to Dr. John Attinasi, Director of Research, Latino Institute of Chicago, and Dr. Anthony J. Lamb, Professor of Spanish and Linguistics, Purdue University Calumet, for their fertile discussions of theory and practice. I am especially grateful to Dr. Vytenis B. Damusis, Associate Professor of Psychology, Purdue University Calumet, who developed the analysis of computer data collected during the course of the project. My colleagues are in no way responsible for such errors that have survived their scrutiny. A director must take credit for something.

Special appreciation is expressed to Ms. Susan Squire, Title II Project Coordinator, whose university and high school teaching experience, tact, enthusiasm, and many hours of effort spent solving administrative problems proved invaluable. Special appreciation is also expressed to Ms. Rosa Pena, secretary to the project, for her unflappable efficiency and good humor, and to Ms. Elizabeth Paschen, Secretary in the Department of Foreign Languages and Literatures.

The project was designed to make foreign language educators think penetratingly about what and how they teach, and I am indebted to all involved for their contributions. I hope the results will prove useful and encouraging to Indiana foreign language teachers using A Guide to Proficiency-Based Instruction in Modern Foreign Languages for Indiana Schools to plan their programs.

Geoffrey R. Barrow
Project Director

PILOT EVALUATION OF THE INDIANA PROFICIENCY-BASED CURRICULUM GUIDELINES FOR MODERN FOREIGN LANGUAGE TEACHERS

Background to the Project

A Nation at Risk and subsequent reports identify foreign languages as having a special importance in this country because continued development in the subject is vital to the economic security of the United States. For the past ten years, the language teaching profession has seen many books, newsletters, and journal articles related to what learners should be doing with language in real and simulated situations. In the last five years, the profession has begun to focus on exactly what is required to motivate learners to do things with language. Today's emphasis is upon developing language skills integrated with cultural learning in order that learners may be able to survive for a few days in a foreign country, live abroad on the economy, or, at higher levels, resolve problems, hypothesize and support their opinions. The stress is on varying degrees of functional ability, on what students can do with the language they have learned. Consequently, proficiency or competency level is more important than seat time. People--students, parents, administrators--want to know what can be expected at the end of a course of foreign language study, and they want this stated in terms of

language use in a real world context. Such pragmatic goals are consonant with the American Weltanschauung.

There are two reasons why some people consider traditional achievement tests that cover a syllabus primarily based upon a structured textbook table of contents to be unsatisfactory. First, the competency level suggested can be deceptive. Covering foods and restaurant vocabulary is not necessarily equal to being able to order a real meal in a real restaurant for yourself, a family member, or client. Similarly, covering the past tense does not necessarily equal the ability to describe an event that took place last week. Furthermore, while it is possible to predict that increasing years of language study will imply increasing ability to use that language, the relationship is not merely cumulative. The competency reached after two or four years of high school Spanish depends on variables such as motivation, actual time spent on task, how the task was defined, aptitude, teacher proficiency and more. What is important, as the proficiency movement in the language teaching profession emphasizes, is what learners can do with the language they have learned. The issue is one of functional ability, of how students are able to use the language. Linguistic content is, of course, basic and fundamental, but should be demonstrated by tasks performed in a cultural context.

The Need for Proficiency Based Achievement Goals

The call for reform and renewal in modern language teaching goals and the methods to achieve them is not new. More than a century ago, Wilhelm Vietor, a young lecturer from Marburg teaching at University College, Liverpool, England, sounded the trumpet call for a direct, practical approach to language teaching in his pamphlet, Der Sprachunterricht muss umkehren (Language Teaching Must About-Turn). Otto Tacke published a paper with the same title, some forty years later, in 1923, implying that there had been little change in the intervening years. In the United States, the past thirty years have seen the ebb and flow of eagerly accepted panaceas, all vigorously debated in conferences, symposia, and articles with varying degrees of scholarly rigor. Since the heyday of the audiolingual method in the fifties, teachers have been enticed by approaches such as the silent way, suggestopedia, the audiovisual method, total physical response, functional notional syllabi, drama and games, the natural approach, the communicative method, and others. The aims are variously rendered as becoming competent, fluent, or proficient. Meanwhile, popular textbooks doggedly stick to a grammatical

syllabus and teachers adapt from the pedagogic smorgasboard what suits them best.[1]

What has emerged in the past ten years is an attempt to establish precisely what language ability should consist of at various stages on the way to using a foreign language like a native speaker. Vietor argued that language use does not consist of isolated words, that there is a difference between studying a living language and learning the rules of classical languages, and that the final goal of the learner should be to think outside the mother tongue and in the foreign language. Today his oratorical call receives a cogent response in the West. In the European Economic Community, for very practical reasons, much effort in recent years has gone towards developing graded levels of instruction, or waystages, for example, the "Threshold Level" in English, or "Niveau seuil" in French. Recent American reform movements address similar concerns by diverting attention from the word as an end in itself, by stressing the importance of cultural context, and, following the theories advanced by Stephen Krashen, by underlining the importance of subconscious learning and compelling exhibits of language use. On the national level, the American Council on the Teaching of Foreign Languages has developed

1 Eric Hawkins, Modern Languages in the Curriculum (Cambridge: Cambridge University Press, 1981) gives a readable account in "Panaceas from the Past," pp. 95-199.

the ACTFL Proficiency Guidelines.2 All this may be very fine, however, but the ACTFL yardstick is broad and, therefore, most useful for measuring achievement at the end of an extended sequence of courses or several years of high school study. As Walter Bartz and Lorraine Strasheim have pointed out, the ACTFL guidelines "although they are useful for determining professsional competency and for curriculum planning, they fail to address instructional levels in defining learning outcomes."3

Foreign Language Proficiency in Northwest Indiana

In Northwest Indiana, foreign language teachers have shown considerable interest in these national concerns. At the inaugural meeting of the Illiana Foreign Language Cooperative, in fall 1984, Professor Isabelle Kaplan, Northwestern University, presented an orientation session on

2 American Council on the Teaching of Foreign Languages, ACTFL Proficiency Guidelines (Hastings-on-Hudson: ACTFL, 1986).

3 Walter H. Bartz, and Lorraine Strasheim, "Achieving Proficiency Goals through Competency Guidelines," Second Language Acquisition: Preparing for Tomorrow: Selected Papers from the 1986 Central States Conference (Lincolnwood, Illinois: National Textbook Company, 1986): 55.

the ACTFL Provisional Proficiency Guidelines.[4] The meeting was attended by nearly one hundred teachers from Northwest Indiana and contiguous counties of Illinois, and a post-meeting survey revealed that language competency and proficiency testing were of paramount interest, followed by preparation of teaching capsules and materials. Moreover, Dr. Barbara Kienbaum, Associate Professor of German, Purdue University Calumet, has been very much involved during recent years in researching communicative language teaching, working closely with the Goethe Institute in Chicago and New York, and has presented papers on materials development at regional and national foreign language meetings. Dr. Kienbaum has directed a pilot project to develop communicative competency using Spanish, French, and German authentic materials in second year university courses. Her colleague, Ms. Susan Squire, a frequent guest lecturer and local high school teacher, had also become considerably interested in the benefits to students of a proficiency-based curriculum. Furthermore, informal sampling of opinion among Illiana Foreign Language Cooperative members revealed not only interest, but also expertise and practice in teaching for proficiency. Of course, depth of knowledge was uneven among teachers, but what was most striking was that although all shared a common ground of commitment to the

4 American Council on the Teaching of Foreign Languages, ACTFL Provisional Proficiency Guidelines (Hastings-on-Hudson: ACTFL, 1982). Later, ACTFL Proficiency Guidelines (1986).

field and involvement with the subject, there had been virtually no regular meetings across school districts to discuss common issues or teaching goals and techniques. Moreover, while teachers were generally cognizant of broad national issues, they showed only vague awareness of the advance copy of the Indiana Competency Based Curriculum Guidelines for Modern Foreign Language Teachers and Administrators: Advance Copy.[5] Consequently, a proposal was submitted to the State of Indiana to support a pilot study of the guidelines among selected high school teachers in Northwest Indiana.

Project Goals and Activities

During the spring of 1985, a mail survey of area school systems indicated interest and support for a pilot study implementing selected competencies of the Indiana Competency Based Curriculum Guidelines for Modern Foreign Language

5 Lorraine A. Strasheim, and Walter H. Bartz, eds., Competency Based Curriculum Guidelines for Modern Foreign Language Teachers and Administrators: Modern Foreign Language Generic Competencies Levels I-IV Advance Copy (Division of Curriculum Indiana Department of Education and Office of School Programs, Indiana University: Indianapolis and Bloomington, 1984). Superseded by A Guide to Proficiency-Based Instruction in Modern Foreign Languages for Indiana Schools: Generic Competencies Levels I-IV. Indianapolis: Center for School Improvement and Performance, Indiana Department of Education, 1986.

Teachers and Administrators: Modern Foreign Language Generic Competencies Levels I-IV Advance Copy in the three languages commonly taught in high schools, French, German, and Spanish. In October, at an initial organizational meeting, the project goals were mapped out, a general time frame set, and the project coordinator and curriculum consultant selected. Participants came from a variety of individual backgrounds and represented urban, rural, suburban, and parochial schools. This was to be the first time many of the participants had worked together on curricular matters that ranged across school districts. Indeed, the professional isolationism of foreign language teachers in Northwest Indiana was typical of foreign language teachers nationwide. Naturally, the background, teaching approaches, professional self-definition or ambitions, and high school support systems varied from teacher to teacher, as did also the extent of recent exposure to foreign language refresher courses, professional meetings and conferences. However, the opportunity to meet regularly and work on a common task as well as the desire to know more about the Indiana guidelines and their implementation motivated participants.

The main thrusts of the project were to become familiar with the rationale and content of the guidelines, develop teaching capsules and suitable pre-tests and post-tests, implement sample capsules in the classroom, and refine necessary skills. In November, Dr. Walter H. Bartz, one of the authors of the guidelines, made a general presentation

on their development and format that was attended by participants and local teachers within an hour's drive of the university. The singular distinctions of the Indiana guidelines were underlined and formed the bedrock for subsequent activities.

In brief, the goals of proficiency-based instruction in modern foreign languages in Indiana are to a) establish precisely what proficiency may be expected at the end of each level of instruction through sets of competencies; b) define progress through the sequence in terms that the student, parents, and the general public can understand; and c) integrate culture and communication at every level of instruction. The advantage of these guidelines for high school and first year college and university instruction, especially when compared with the ACTFL Proficiency Guidelines, is that they spell out clearly what is expected at each level of instruction. Futhermore, the Indiana guidelines are eminently adaptable to the variety of textbooks being used in any given year; the Indiana guidelines spell out more than two dozen communicative competencies at each level of instruction in order that teachers may select the competencies to fit their own curricula; and, they spiral or re-cycle elements so that students perfect and enhance competencies at a higher level that they first developed at an earlier level. Not only are the Indiana guidelines so much more concrete than all the parroted platform pieces on proficiency that plague the

presses, but they anticipate the learning outcomes set forth most recently by the College Board Educational Equality Project.[6] Specific language guidelines for Indiana are currently being prepared in German, French, and Spanish; but the clarity and simplicity of the generic guidelines surprised project participants, who often, when they got down to details, found they were like Moliere's Monsieur Jourdain, speaking prose all the time.

Project meetings focussed on communicative exercise design and integration of the cultural component in developing proficiency. Working in small language specific groups, teaching capsules were developed and tried out in the classroom, while discussion focussed mainly on competency development, the evaluation scale, and the feasibility of integrating topics into courses currently being taught. The three rating categories of comprehensibility, relevant information, and structural accuracy (each measured on a five point scale) presented less difficulty than the immediate practical problem of administering individual oral tests in classes that ranged

6 Academic Preparation in Foreign Language: Teaching for Transition from High School to College (New York: College Entrance Examination Board, 1986). The bibliography is extensive, and I suggest the recent volumes in the ACTFL Foreign Language Education Series: Theodore V. Higgs, ed., Teaching for Proficiency, the Organizing Principle (Lincolnwood: National Textbook Company, 1984); Charles J. James, ed., Foreign Language Proficiency in the Classroom and Beyond (Lincolnwood: National Textbook Company, 1985); Heidi Byrnes and Michael Canale, eds., Defining and Developing Proficiency: Guidelines, Implementations, and Concepts (Lincolnwood: National Textbook Company, 1986).

up to nearly forty students. Also, there was some confusion, in the beginning, with the distinction between Levels I-IV in the guidelines and the seat time designation of Levels I-IV as the first through fourth years of high school study. The guidelines, however, specifically indicate a range of grades where the guideline levels would be appropriate. What was continually reassuring throughout the project, nonetheless, was that there was sharing of ways to elicit student use of the target language in specific cultural contexts. Since the contexts identified in the Indiana guidelines are suitably broad (the "world" of the target language, leisure time, family and home, school and education, travel and transportation, meeting personal needs, world of work, fine arts, history, and politics), they are eminently adaptable to textbooks currently being used. It was generally felt, however, that there was not enough classroom instruction time to cover history, literature, and the fine arts (Levels III-IV) at the high school level. These are often ignored and left to the colleges and universities. The humanist ideal of model texts drawn from a canon of standard authors has, for the most part, been abandoned by foreign language teachers in the region. Nevertheless, for the reassurance of teachers who recognize the importance of a basic knowledge of grammar and vocabulary in order to perform linguistic tasks, it should be underlined that the Indiana guidelines include both an indication of the tasks to be performed by students

(the communicative competency and basic skills needed) and, in general terms, the grammar and vocabulary required.

In addition to regular meetings, there were special presentations by Barbara Kienbaum, on the development of communicative competence; by Susan Squire, on working with small groups, and on developing listening comprehension; by Barrow, Kienbaum, and Russell, on the use of Spanish, German, and French authentic materials, respectively; by Alan Garfinkel, on developing the listening comprehension skill; and, most importantly, a stimulating, concise, yet wide-ranging presentation by Lorraine Strasheim, on "Developing Proficiency in the Real Life Classroom." Also during the project, the Illiana Foreign Language Cooperative and the Department of Foreign Languages and Literatures sponsored a lecture and demonstration on interactive video in foreign language teaching, by Major Allen Rowe, Chief of Advanced Technology, Defense Language Institute, Monterey, California. Although such technology is unfortunately beyond the reach of most high schools and universities at the moment, Major Rowe underscored the importance of using language samples from real life to motivate and encourage students. Some participants were generally familiar with these areas; most found the presentations stimulating and refreshing.

Undoubtedly, the most profitable part of the project for participants was working together on classroom activities targeted on the generic competencies, or uses.

There is no doubt that if universities or foreign language cooperatives create occasions when teachers work together in small groups on their own to develop teaching capsules, not only are the results serviceable, but the experience is perceived positively. Consultants assume, in this regard, the role of resources, or peers among teachers working on a common task. They promote task-centered involvement by providing what Krashen would call an "acquisition rich" environment. One on one conversations, brief exchanges of ideas, and group discussions seem to get the best results. In contrast with directed, formally prescribed assignments, small group work to develop teaching capsules was more creative and valuable in attaining the Indiana foreign language competencies. The perceived benefits of this approach were strongly confirmed in post meeting reaction surveys by teachers.

The results of piloting the teaching capsules were somewhat uneven. Working outwards towards the Indiana competencies from texts and materials being used was a better approach than working backwards from the Guidelines to the classroom.[7] Teachers working together quickly determined the competency to fit their curriculum and resources. The generic cultural contexts were broad enough

7 See Bartz and Strasheim, "Achieving Proficiency Goals," which firmly emphasises that the guidelines should be interpreted in terms of individual teachers, schools, or school districts by the school districts, schools, or teachers themselves. The competencies, therefore, are guidelines for curriculum planning: they do not constitute a mandate from above.

to accommodate the variety of French, German and Spanish textbooks currently adopted in Northwest Indiana and, since the competencies tend to be descriptive rather than prescriptive, lesson planning produced a variety of capsules based upon diverse methodological assumptions. Working teachers do not concern themselves with the tedium of professional exercises on nomenclature; invariably, they use what they judge from experience to be motivational and effective. Teaching methods were varied and, to be expected, some capsules were largely derived from textbooks, others were simplistic, still others showed real imagination and original ideas.

Testing and evaluation of student performance took place at the end of each unit or capsule implementation. Testing, therefore, was not global but built upon selected competencies that formed the foundation of a proficiency level. This accords with the spirit of the guidelines which sensibly recommend testing of the competencies throughout the year as appropriate. Since the majority of students were in the guidelines' lower levels, there was little response by the group to the Scale for Level of Performance, but the Scales for Comprehensibility, for Structural Accuracy of Communication, and for Amount of Relevant Information required interpretation.[8] There were varied opinions on the primary criterion upon which the scales are based, namely,

8 Modern Foreign Language Generic Competencies Levels I-IV Advance Copy: 11-16.

"evaluation must be on the ability to communicate and not upon the 'other' elements."[9] Many viewed this as vague and dictatorial. Indeed, the majority of participants viewed communication at the level of sentences and, thus, the product of both lexical and grammatical meaning. However, the three scales in the guidelines were considered quite suitable and, in some schools, were already being used regularly. Grading on a five point scale gave sufficient flexibility without being cumbersome. Once again, the major reservation was about time. Testing oral proficiency individually is, for most teachers, quite impracticable under their present circumstances. Certainly, there were few problems with materials to implement the teaching capsules and testing since the university had extensive current materials available, although many teachers needed to supplement their textbooks with more up to date and authentic materials, particularly of a practical, everyday kind in order to work, for example, with the television and hotel "Specific Cultural Situations."

In addition, a foreign language attitude survey was administered to teachers participating in the project and a

9 Cathy Linder, ed., Oral Communication Testing: A Handbook for the Foreign Language Teacher (Skokie, Illinois: National Textbook Company, 1977): 5, cited in Modern Foreign Language Generic Competencies Levels I-IV Advance Copy: 11.

pre-test and post-test attitude survey to their students.[10] Since it was not possible to derive pure data from this experiment, given that teachers were not teaching exclusively to the competencies for the duration of the project, it is not possible to draw firm conclusions. Most importantly, however, preliminary analysis of the data shows that while there was general improvement over the duration of the project, some subscales showed statistical significance.[11] Certainly, teachers became more supportive of listening and speaking activities during the course of the project. One detached, if obvious, observation might be that there is considerable improvement in students' attitude towards foreigners if they are exposed to foreign languages in high schools. A more mundane observation, derived from the expenditure of much time and corrective effort, is that students have trouble following directions when filling out forms.

Results

The overwhelming majority of teachers in Northwest Indiana who participated in the project is supportive of the

10 The survey was developed from Sandra J. Savigon, Communicative Competence: Theory and Practice: Texts and Contexts in Second Language Learning (Reading, MA., Addison-Wesley, 1983), and H. Ned Seelye, Teaching Culture: Strategies for Intercultural Communication rev. ed. (Lincolnwood, Illinois: National Textbook Company, 1984).

11 See Vytenis B. Damusis, "Change in Student Attitudes Toward Foreign Languages," Appendix C: 41-52.

purpose and rationale of the Competency Based Curriculum Guidelines for Modern Foreign Language Teachers and Administrators: Modern Foreign Language Generic Competencies Levels I-IV Advance Copy. Lesson plans to build the specified competencies could usually be made to fit textbooks currently in use, although there was a felt need for supplementary materials, particularly authentic materials and videotapes. The concrete suggestions for linguistic content to attain the communicative competencies outlined in the guidelines were clear and helpful. For all practical purposes, of course, teachers were most interested in levels I and II, while recognizing the value of spiralling or recycling the competencies from one level to the next to build upon skills already attained. The evaluation scheme in the guidelines was excellent and uncomplicated to administer, although, as might be expected, most testing was at the lower levels. Above all, it was the consensus that students would benefit from a clear understanding of the practical goals of foreign language study that form the foundation of the guidelines, and that the outcomes were appropriate to students. It was believed, hopefully correctly, that principals and school administrations would fully support implementation of the guidelines in terms of training time and resources.

Teachers have a healthy, pragmatic distrust of generalising theories. One of the dangers of method is that the language used to account for language often can produce

working definitions that need interpreting on their own account. Fortunately, the Indiana guidelines come to terms with this fact of potentially infinite regress by their broad general labels of convenience and concrete examples. There was some confusion in realizing that the guidelines were just that, guidelines, and not a restrictive mandate. It was necessary to stress that the competencies required by students need to be determined locally by teachers, schools or school districts. The guidelines provide labels of convenience that make sense of a bewildering variety of common human activities, but they do not claim to be exclusive nor comprehensive. Language, by its nature, exceeds or eludes the grasp of any such pedagogic enterprise. It was encouraging to observe that teachers do not, for the most part, quest for the dream of method, and they resist academic consumer culture with its periodic revolution of styles. Theory and method are regarded as just another kind of language escaping into the pure heaven of abstraction, so that "global proficiency," "communicative competence," or "productive cultural interaction," are abstruse terms that have little meaning when faced with thirty-five ninth-graders at two o'clock on a Monday afternoon in February.[12] Those involved in the project enjoyed and profited most from working together on lesson plans to be implemented within the following fifteen days.

12 Cf. "Sociologese" and "Officialese" in H. W. Fowler, rev. E. Gowers, A Dictionary of Modern English Usage, 2nd. ed. (Oxford: Clarendon Press, 1965).

There is something about the discipline of language teaching that makes for a most healthy skepticism and resilience in its teachers.

RECOMMENDATIONS

In order to implement Proficiency-Based Instruction in Modern Foreign Languages for Indiana Schools the Indiana Department of Education will attend to the following recommendations:

1. Development of language specific Proficiency Based Curriculum Guidelines in the major languages currently taught in Indiana schools: French, German and Spanish. Wide dissemination of these guidelines to schools and, especially, to individual language teachers. The guidelines should be kept open to revision and reconsideration if experiences indicate that modifications would be desirable.

2. The Indiana Department of Education allocate funds to prepare, produce, and disseminate a fifteen minute videotaped presentation which spells out the benefits of Proficiency-Based Instruction in Modern Foreign Languages for Indiana Schools to the general public. The videotape be shown to parent-teacher

associations, school boards, principals and superintendents.

3. Inservice education be offered to teachers of foreign languages. Workshops and practica address techniques and specific classroom activities for Indiana students to achieve the learning outcomes in the guidelines. Inservice training be systematically coordinated and offered at the local level (courses and workshops organized regionally with tertiary institutions serving as liaison) and school level.

4. Teachers of foreign languages be strongly supported and encouraged to maintain their expertise through direct in-country experience. There is no substitute for study abroad in order to communicate with native speakers and collect teaching resources. It is imperative that teachers' abilities in the target language be regularly maintained and enhanced.

5. Monies be set aside specifically for foreign language teaching resources including, audiovisual materials (film and videotapes), computer hardware and software, advanced technology (satellite, portable videocameras, VCRs and monitors), and printed texts

(newspapers and magazines).[13] There should be local and regional sharing of successful classroom techniques using these materials, sponsored by locally based collaborative associations of foreign language teachers.

6. Regular workshops be planned to share authentic resource materials and to discuss cultural issues with native speakers. If the State of Indiana is commmitted to "spontaneous use of language and productive cultural interaction," these local workshops would be pilots for native speaker assistant programs. Science laboratories need chemicals and pipettes; for language classrooms native speaker informants and, ideally, an exchange of native speaker pupils are essential. This is especially necessary when teachers attempt to move into Levels III and IV.

7. All foreign language teachers be allocated a daily planning period free from all other responsibilities. Also, there should be regularly

13 It is deplorable that Indiana high school programs included in William D. Sims and Sandra B. Hammond, Award-Winning Foreign Language Programs (Skokie, Illinois: National Textbook Company, 1981) and cited as model examples in other states are not widely known in the state of Indiana. Cf.: Curriculum Study in Foreign Languages: A Report of the Foreign Languages Curriculum Study Committee to the North Carolina State Board of Education (Durham: North Carolina Department of Education, 1983): 30.

scheduled staff development days with delineated project goals. It takes time to prepare a good class.

8. State universities and local foreign language teacher collaborative groups serve as catalysts for regional discussion of curriculum planning in foreign languages. School-university collaboration should be reciprocal.

POSTSCRIPT

Exporting is a three billion dollar market for the United States every month, and if you are dependent on other people as allies to export to or import from, it can be critical to understand those you depend on. There is no single better method of insight into people's ways of thought and feeling than their language, and how they use it. A Guide to Proficiency-Based Instruction in Modern Foreign Languages for Indiana Schools should mark an important step towards the development of practical skills for Indiana students. Languages have a role to play in trade and economic development, and foreign language teachers and administrators will welcome the guidelines, I am confident, as a major contribution to the state's wellbeing.

All this is very fine, but I take the liberty of offering two comments, both encouraging. First, I am confident that all foreign language teachers will welcome the balanced approach of the Indiana guidelines. Language, speaking cavalierly in general terms, is comprised of sounds, which form words, which shape sentences, which constitute discourse, which is "governed by the communicative intentions of speakers and, in turn, the communicative intentions of speakers, of course, are

governed by the transactional requirements of the culture."[14] The Indiana guidelines are not swept away by abstract notions, but firmly grounded in sound and fundamental linguistic skills. Most foreign language teachers would agree with William Cobbett, author of A Grammar of the English Language, 1818, who addressed his son James, aged fourteen:

> "Grammar... teaches us how to make use of words; that is to say, it teaches us how to make use of them in the proper manner, as I used to teach you how to sow and plant the beds in a garden; for you could have throwed (sic) about seeds and stuck in plants of some sort or other, in some way or other, without any teaching of mine; and so can anybody, without rules or instructions, put masses of words upon paper; but to be able to choose the words which ought to be employed, and to place them where they ought to be placed, we must be acquainted with certain principles and rules; and these principles and rules constitute what is called Grammar."[15]

The Indiana guidelines build competencies from a firm foundation of grammar and vocabulary. This is welcome.

The second comment derives from hearing foreign language teachers attempt to shunt off study of literature and the arts to colleges and universities. Performance in the language is essential, and every educated American would agree upon the need by language learners for "survival skills" to "satisfy routine social demands and limited work

14 Jerome Bruner, Actual Minds, Possible Worlds (Cambridge, Mass.: Harvard University Press, 1986): 81.

15 Cited by Dr. Robert Burchfield, editor of the Oxford English Dictionary, in The Spectator (London), 30 August, 1986.

requirements."[16] Surely, however, this is not the only important thing about language. To reduce language to a diet of plain, ordinary fare is a distortion. Fortunately, the Indiana guidelines aim higher or they would simply be offering instruction, not an education. After all, a central fact of language is that the depiction of our humanity in literary works is what has endured. Great world literature and the fine arts are not sacrificed in the competencies.

16 "Interagency Language Roundtable Speaking Definitions," ETS Oral Proficiency Testing Manual (Princeton, N. J.: Educational Testing Service, 1982).

APPENDIX A

List of Participants

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Hebron, IN 46341

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APPENDIX A (continued)

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APPENDIX B

EXHIBIT 1

LANGUAGE: Spanish **LANGUAGE LEVEL:** 1st Year

CLASSROOM ACTIVITY TITLE: "La Familia"

TEXTBOOK: ESPANOL: A Descubrirlo, McGraw-Hill-Webster, 1982.

CHAPTER NO.: 7

REF: INDIANA FL GENERIC COMPETENCY GUIDELINES, PAGE 18

GENERIC CONTEXT: Family and Home
SPECIFIC SITUATION: Family Relationships

MATERIALS NEEDED: See family tree in textbook. Also, students should have a blank piece of paper so they can construct their own family trees with apellido paterno and materno. (Students may need to consult their parents the night before this activity in order to get all of the necessary information.)

ADDITIONAL VOCABULARY OR STRUCTURES INTRODUCED:
Grandma-abuela, Grandpa-abuelo, paternal-paterno, tia-aunt, tio-uncle, maternal-materno, surname-apellido. Review of possessives.

DIRECTIONS GIVEN TO CLASS:
Students should be able to answer questions about the relationships depicted on the family tree attached.

SUBMITTED BY: Pamela Downard

EXHIBIT 1 - ATTACHMENT

Answer the following questions orally while looking at the family tree entitled La Familia.

1. Quien es el hermano de Alicia?
2. Quien es la hermana de Alicia?
3. Quien es el hermano de Susana?
4. Como se llama el padre de Alicia?
5. Como se llama la madre de Jose?
6. Como se llama la tia de Susana?
7. Como se llama el abuelo materno de Alicia?
8. Como se llama la madre del padre de Alicia?
9. Como se llama la madre de Maria Cristina Blanco Robles?
10. Como se llama la hermano de Arturo Guzman Echeverria?

Students should make their own family tree.

Students should answer the following questions on a sheet of paper regarding their own family tree.

1. Tienes un hermano?
2. Como se llama su hermano?
3. Como se llama sus abuelos paternos?
4. Cuantos hermanos tiene su padre?
5. Cuantos tios tiene usted?
6. Como se llama la hermana de su madre?
7. Que es el apellido materno de usted?
8. Que es el apellido paterno de usted?
9. Como se llama usted?
10. Cuantos personas hay en la familia de usted?

EXHIBIT 2

LANGUAGE: French **LANGUAGE LEVEL:** 1st Year

CLASSROOM ACTIVITY TITLE: Classroom Objects

TEXTBOOK: French for Mastery; Salut, les amis, D.C. Heath, 1985.

CHAPTER: **Presented after prelude**

REF: INDIANA FL GENERIC COMPETENCY: GUIDELINES, PAGE 20
GENERIC CONTEXT: School and Education
SPECIFIC SITUATION: Classroom Directions

SUMMARY OF CLASSROOM ACTIVITY: (Montrer, toucher, voici, voile are used in this activity.) I begin by simply going to the classroom object, pointing at it, and saying, "Voice la carte." I usually do about three objects at a time, covering eight or nine objects a day. The students are not asked to repeat but are requested to show me (montre-moi la carte.) and touch the object (Touche la carte.). Of course, students must leave their desks to accomplish this. Each day we review the objects learned previously and learn more until all classroom objects are learned. Students do not have to know the names of the objects immediately but rather when they are ready. When they do begin saying the objects, they automatically use "voici" and "voila". After objects are learned, signs are posted identifying the objects. Students are asked to write the objects at that time.

At the end of the speaking portion of the activity, students are tested by passing out a sheet with pictures of the classroom objects. I say the names of the object in a numbered order and students simply place the number in the box next to the object. Signs are, of course, removed. After students have learned to write the objects, the same form can be used to have the students write the objects; students writing the object according to the number placed in the box next to the object.

TEACHER REACTION: This activity is fun for me. it is fast-paced, and after doing it for several days with several classes, it can be tiring. However, it is worth the effort because the students learn so well with this type of presentation.

STUDENT REACTION: The students like this activity. They are eager to participate at first physically and are just as eager to begin saying the names of the objects. They are not quite as excited about the writing aspect of the project, but they generally made a good effort.

SUBMITTED BY: Mary Kay Witham

EXHIBIT 3

LANGUAGE: French **LANGUAGE LEVEL:** End of 1st yr
Beginning of 2nd yr

CLASSROOM ACTIVITY: Following directions on a map

TEXTBOOK: Nos Amis, Harcourt, Brace, Jovanovich, 1980.

CHAPTER NO.: 10

REF: INDIANA FL GENERIC COMPETENCY GUIDELINES, PAGE 22

GENERIC CONTEXT: Travel/Transportation
SPECIFIC SITUATION: Getting around in the City

SUMMARY OF CLASSROOM ACTIVITY: I use an overhead transparency to introduce names of buildings, types of streets, and direction-giving vocabulary (Ex. to the left, at the intersection); this is all in French. Students go to overhead and trace a route which I describe in French, using the imperative. Students give each other directions, still using transparency. Next day students set up their own city with buildings and streets, and play game guiding "tourists" from one place to another.

YOUR REACTIONS TO WHAT YOU DID IN THE CLASSROOM: Project worked out well. Next year I would like to use an authentic map, rather than the one I had available this year. Students could have been more organized in setting up their buildings and streets.

STUDENT REACTION TO ACTIVITY: Students loved getting up and moving around, both with the overhead projector and the play city. Students who are not as gifted orally enjoyed being the tourists, who were guided around town by those who felt more comfortable using the language.

SUBMITTED BY: Mary M. Certa

EXHIBIT 3 ATTACHMENT 1

PROJECT: Following Directions on a Map

EVALUATION OF STUDENTS:

A. Each student will have his own copy of a map. He must be able to trace on this map a route which I describe to him in French.

B. I will read several sets of directions to the student, who has a map before him. The student writes down the name of the place where he ends up on the map. (See attached listening quiz.)

C. Students will be able to give orally and in written form a set of five directions which will instruct a "tourist" from Point A to Point B.

EXHIBIT 3 - ATTACHMENT 2

PROJECT: Following Directions on a Map

LISTENING QUIZ: Students will have the attached map in front of them. I read a set of directions and the students write down the destination.

1. A la sortie de la Residence, tourzez a droite. Suivez la Rue de Versailles. Tournez a gauche a la Rue de Sevres. Maintenant vous etes devant _____.

2. A la sortie de la gare, prenez la Rue Galliene jusqu'a la Rue de Sevres. Tournez a droite. Suivez cette rue et passez l'eglise. Tournez a gauche a l'eglise et a droite vous trouvez _____.

3. Sortez de la banque et tournez a gauche. Suivez l'Avenue de Balzac tout droit. Ou etes-vous?

4. A la Sortie de CES, tournez a droite. Au croisement de la Rue de la Ronce et de la Rue de Versailles tournez a gauche. Tournez a gauche a l'Allee des Etangs. Ou etes-vous?

5. Sortez de la Maison des Jeunes et tournez a droite. Tournez a gauche a la Rue de Sevres. Passez l'eglise. A la Rue de Versailles tournez a droite et puis suivez la Rue de Saint-Cloud. A gauche vous trouvez _____.

APPENDIX C

Attitude Testing Data Report

Prepared by

Dr. Vytenis B. Damusis

CHANGE IN STUDENT ATTITUDES TOWARD FOREIGN LANGUAGES

A Preliminary Evaluation of the Language Proficiency in Action Title II Grant Program

Department of Foreign Languages and Literature
Purdue University Calumet

A preliminary evaluation of change in Title II participant attitudes toward study of foreign languages was conducted based on a statistical comparison of differences between pre and post program mean scores collected using a 46 item attitude inventory. The inventory was composed of 6 major sections, each organized in a five point Likert-type scale format, measuring:

1. General attitude toward foreign language studies.
   - 15 items
2. Personal benefits of learning a foreign language.
   - 6 items
3. Evaluations of native speakers of language learned.
   - 10 items
4. Preferences for personal/social distance with native French speakers.
   - 5 items
5. Preferences for personal/social distance with native Spanish speakers.
   - 5 items
6. Preferences for personal/social distance with native German speakers.
   - 5 items

An Analysis of Covariance (ANCOVA) in the post test scores on the separate inventory subscales between the instructional groups using pretest attitudes as covariates was recommended as the appropriate statistical analysis given the evaluation study's design. However, due to mechanical coding problems - noncontiguous sorting of pre and post cases in the data base - when contiguity is required for SPSS(X)

processing using ANCOVA, we were only able to accomplish a simple, though informative, pre to post comparison of related group means. The results of these analyses are presented in this preliminary report.

After the data is sorted, organized, and processed by the more relevant ANCOVA, those results will be supplied in a brief follow-up report by early November. That documentation can be appended to the presently described outcomes.

Results and Discussion

Subjects:

Table 1 summarizes the mean pre and post term attitude scores and their corresponding standard deviations for all six subscales of the Foreign Languages inventory. Data were available for a total of 698 students from the 7th grade through the 12th grade on the pretest, and 689 on the posttest. The freshman class represented approximately 60% of the entire sample, with sophomores and eight grade students making up a another 30%. 53% of the total sample were females.

Attitudes:

Pre to post changes on each of the six scales of the Attitude Inventory were subjected to seperate t-tests for related batches. On 4 of the 6 attitude scales the changes pre to post instructional term were statistically significant at $p < .05$:

* Reasons for Study
* Attitudes toward French Speakers
* Attitudes toward Spanish Speakers
* Attitudes toward German Speakers

Figures 1-6 provide graphic description of the pretest and posttest means on the 6 scales of the Inventory broken down according to respondent's class level. Less significance should be attached to the results for seventh grade and senior class students. They consituted a relatively small number of cases, 25 and 13 respectively, producing concern as to reliability of these outcomes. While statistically significant, the pre to post changes in attitude are not practically striking. For example, with a sample of approximately 700 cases, even the minor scaled difference of .35 units in pre to post attitudes on a 20 unit scale toward French Speakers produced a statistically significant result, ($p < .02$).

The highest student ratings of the three foreign language groups specified in the inventory were earned by the French Speakers, both on pre and posttest. Spanish and German Speakers were rated lower, with little distinguishing the student perceived attractiveness of these groups. A more detailed follow-up analysis is indicated for the degree of familiarity and intimacy expressed toward each group on the Bogardus-derived scales presented in the Inventory.

As the class level of the respondent increased, with few exceptions, so did the expressed favorability of attitudes toward foreign language study, foreign language groups and speakers. This encouraging trend was evident in in both pre and post-tested attitudes. Without the benefit of controls, one could argue junior and senior high school exposure to

foreign languages and literature produces a beneficial effect on the development of interethnic tolerance and personal appreciation of culturally, linguistically different groups. This outcome requires more rigorous and concentrated investigation. Again, a detailed internal, factorial analysis of the scales' items might provide significant clues to the specific attitudinal changes produced by foreign language instruction which improve our general quality of community life.

TABLE I

MEAN PRE- AND POSTTEST ATTITUDES,
STANDARD DEVIATIONS, AND SAMPLE SIZE BY
STUDENT CLASS LEVEL - TITLE II STUDY

	N on Pretest	Pretest MEAN	Pretest ST. DEV.	N on Posttest	Posttest MEAN	Posttest ST. DEV.
CLASS LEVEL						
Attitude Toward Language Studies						
Seventh	25	51.20	5.50	28	50.77	4.43
Eighth	92	50.99	7.62	96	51.99	7.08
Freshman	411	51.16	7.36	397	51.92	6.61
Sophomore	99	52.50	6.56	95	53.34	7.13
Junior	58	54.31	6.29	58	54.48	5.69
Senior	13	55.46	6.85	13	57.77	6.10
TOTAL	698	51.68	7.19	689	52.40	6.70
Reasons for Study						
Seventh		21.76	4.35		21.71	3.55
Eighth		21.50	3.71		21.67	3.62
Freshman		21.30	3.95		22.10	3.71
Sophomore		21.47	3.28		22.60	3.05
Junior		22.14	3.38		22.64	2.72
Senior		22.00	3.44		23.17	3.23
TOTAL		21.41	3.82		22.10	3.53
Description of Native Speakers						
Seventh		36.28	4.96		36.75	5.20
Eighth		33.29	6.30		34.47	6.30
Freshman		32.69	6.12		32.96	7.09
Sophomore		32.98	5.55		33.60	5.02
Junior		33.40	5.44		33.86	4.60
Senior		37.15	6.91		36.08	4.77
TOTAL		33.05	6.10		33.29	6.28
French Speakers						
Seventh		17.24	2.79		17.61	2.50
Eighth		14.50	7.60		18.14	3.33
Freshman		17.76	3.60		17.52	4.14
Sophomore		18.04	2.80		18.35	2.80
Junior		18.29	3.19		19.02	3.07
Senior		18.31	2.21		19.85	1.82
TOTAL		17.39	4.36		17.64	4.05
Spanish Speakers						
Seventh		13.48	6.45		13.43	5.77
Eighth		13.77	6.08		16.71	3.04
Freshman		15.60	4.21		15.95	3.73
Sophomore		16.22	3.83		16.73	2.90
Junior		15.90	4.33		17.48	2.17
Senior		15.54	4.27		17.69	2.06
TOTAL		15.36	4.62		16.22	3.57
German Speakers						
Seventh		11.32	6.96		10.61	6.58
Eighth		14.20	4.40		14.60	4.02
Freshman		15.28	5.30		16.01	4.47
Sophomore		16.85	4.32		16.88	4.30
Junior		14.97	5.14		17.34	3.11
Senior		15.62	6.02		18.46	2.93
TOTAL		15.18	5.23		15.89	4.55

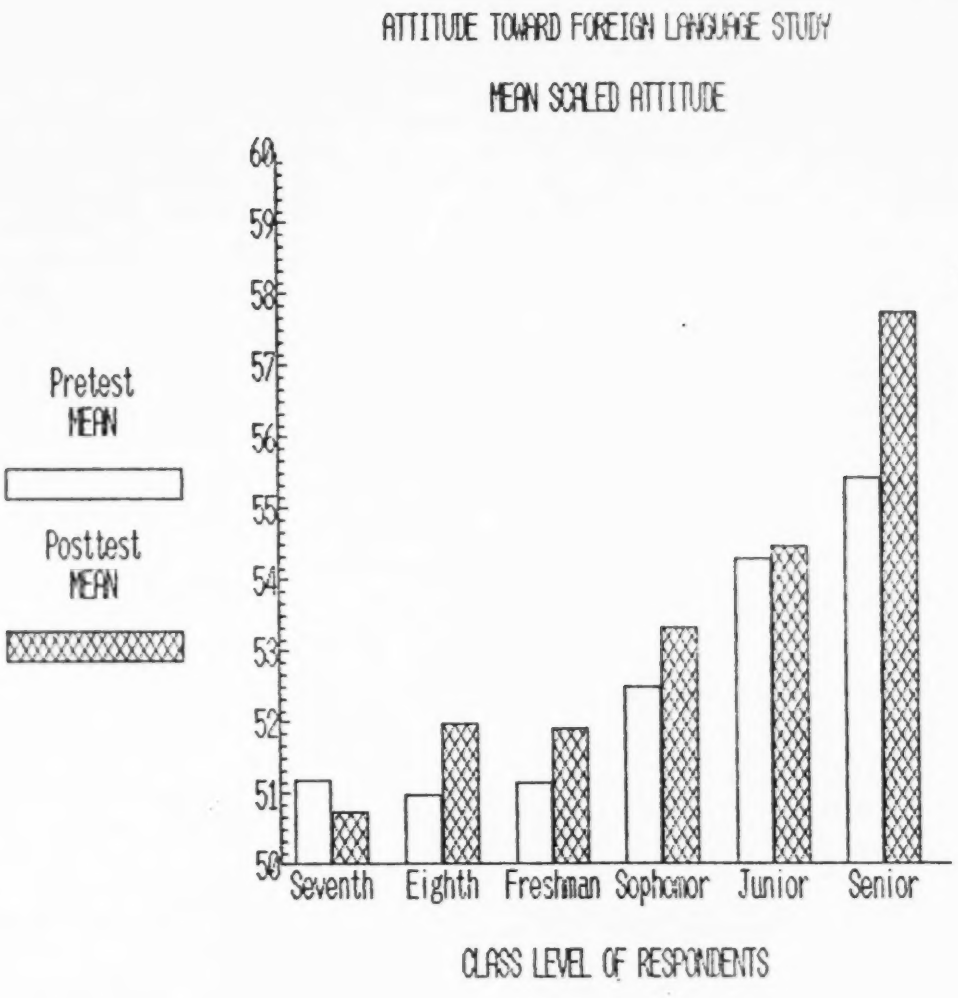
ATTITUDE TOWARD FOREIGN LANGUAGE STUDY
MEAN SCALED ATTITUDE
Pretest MEAN
Posttest MEAN
60
59
58
57
56
55
54
53
52
51
50
Seventh
Eighth
Freshman
Sophomor
Junior
Senior
CLASS LEVEL OF RESPONDENTS

FIGURE 1

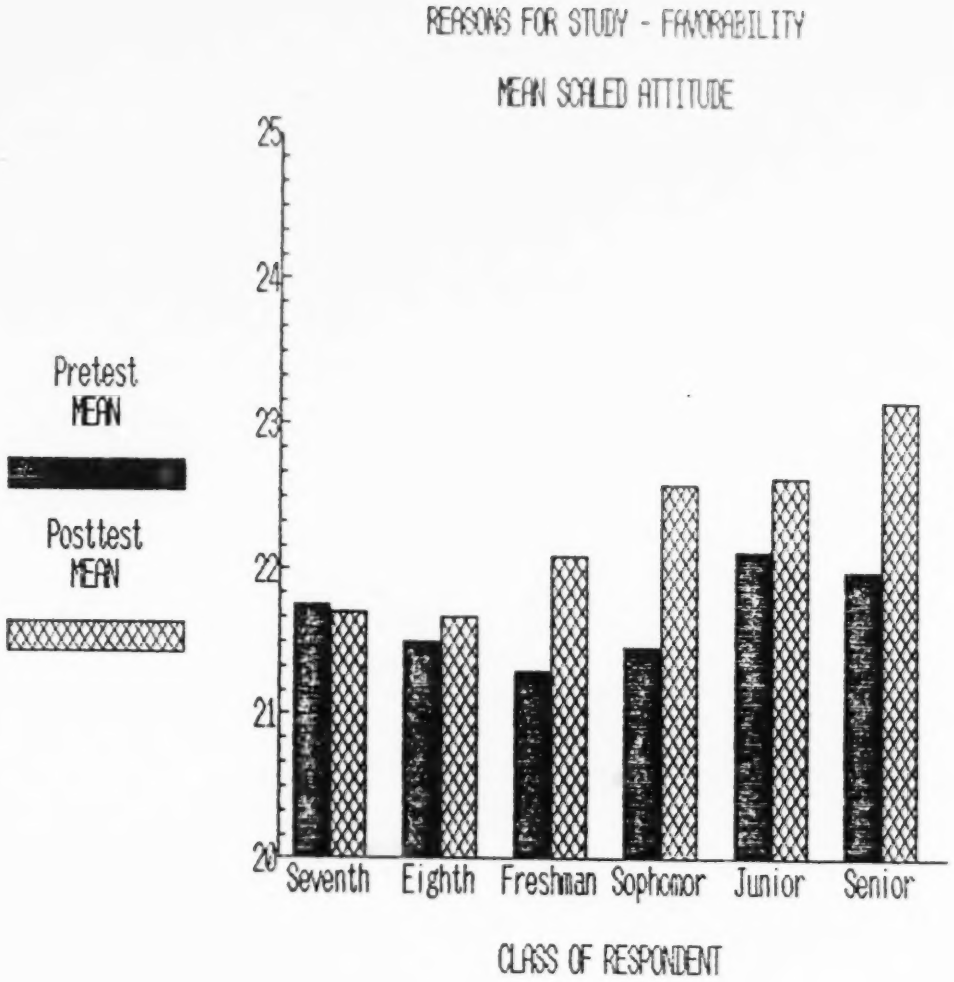
REASONS FOR STUDY - FAVORABILITY
MEAN SCALED ATTITUDE
25
24
23
22
21
20
Pretest MEAN
Posttest MEAN
Seventh
Eighth
Freshman
Sophomor
Junior
Senior
CLASS OF RESPONDENT

FIGURE 2

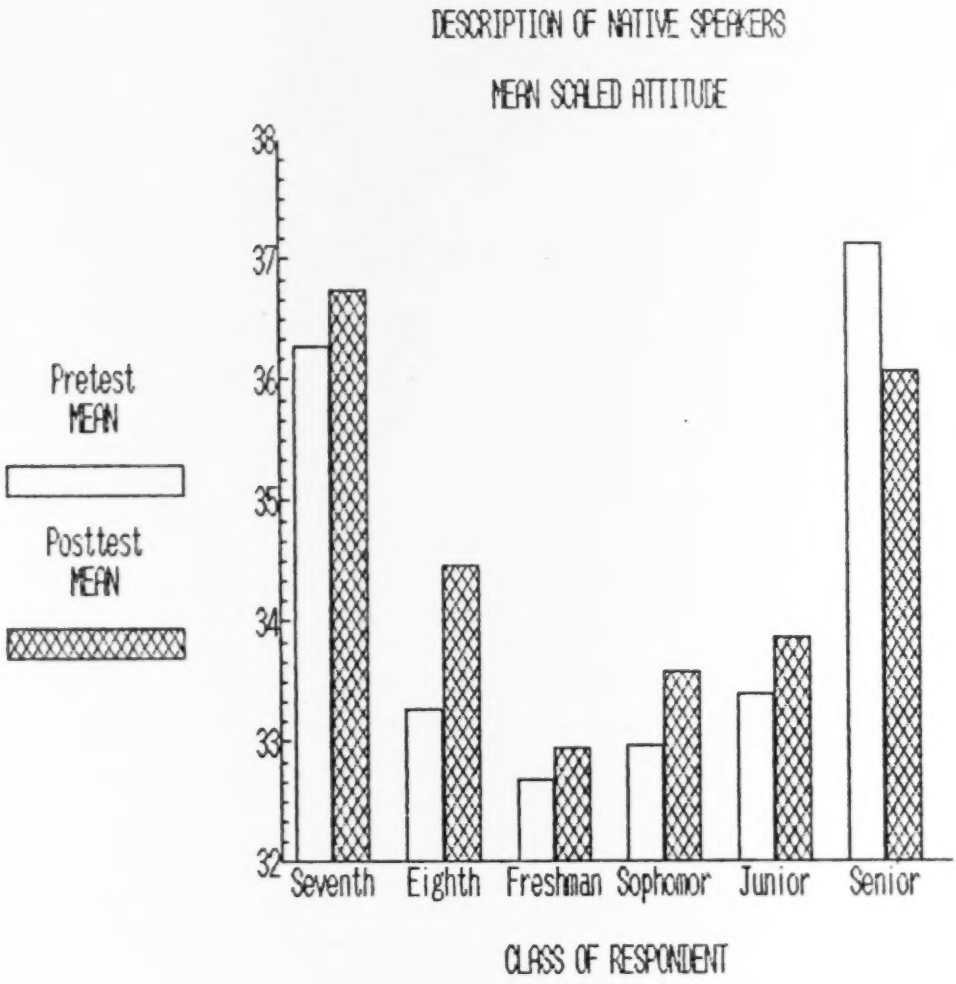
DESCRIPTION OF NATIVE SPEAKERS
MEAN SCALED ATTITUDE
Pretest MEAN
Posttest MEAN
38
37
36
35
34
33
32
Seventh
Eighth
Freshman
Sophomor
Junior
Senior
CLASS OF RESPONDENT

FIGURE 3

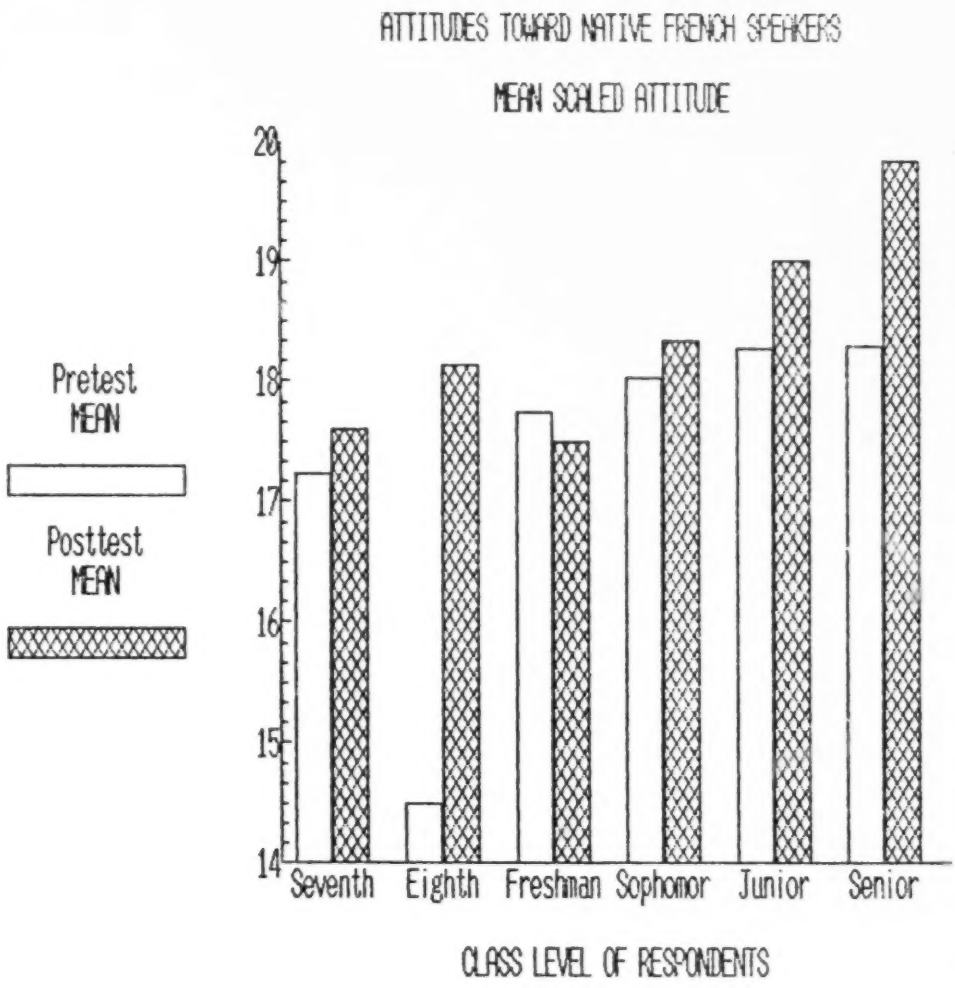
ATTITUDES TOWARD NATIVE FRENCH SPEAKERS
MEAN SCALED ATTITUDE
Pretest MEAN
Posttest MEAN
20
19
18
17
16
15
14
Seventh
Eighth
Freshman
Sophomor
Junior
Senior
CLASS LEVEL OF RESPONDENTS

FIGURE 4

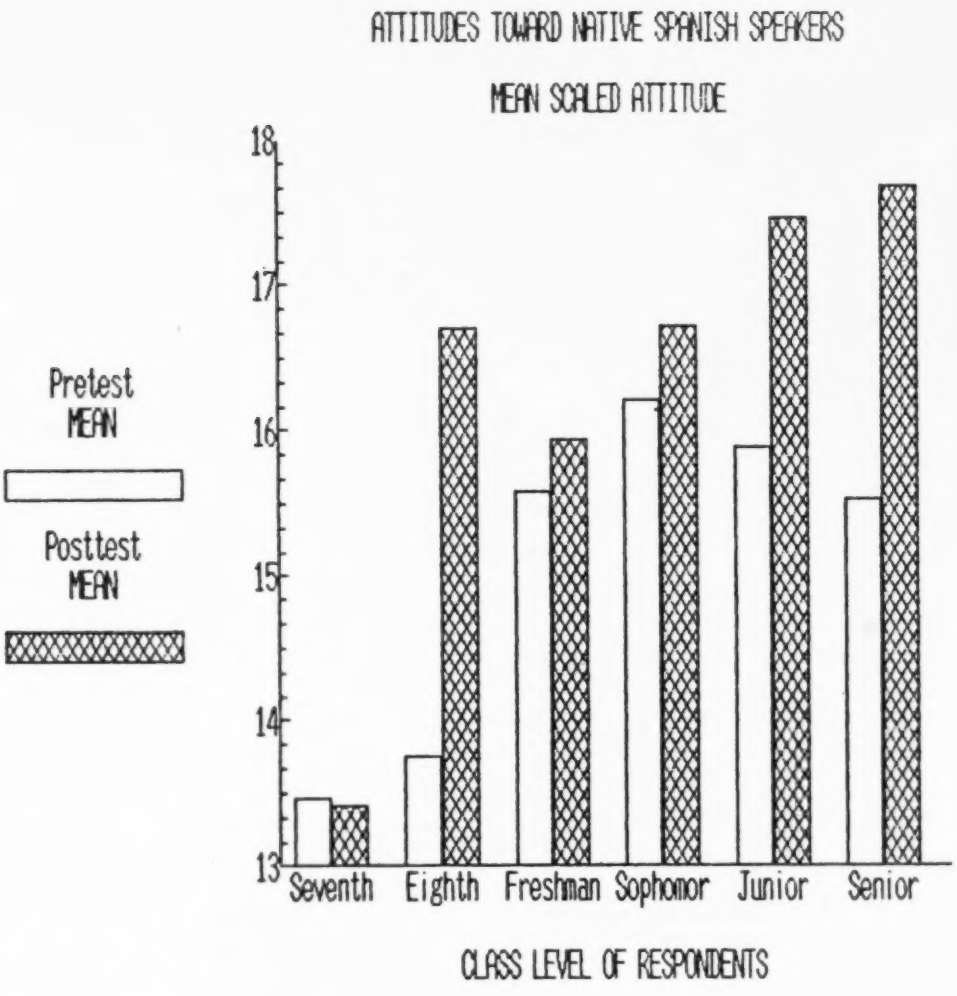
ATTITUDES TOWARD NATIVE SPANISH SPEAKERS
MEAN SCALED ATTITUDE
18
17
16
15
14
13
Pretest MEAN
Posttest MEAN
Seventh
Eighth
Freshman
Sophomor
Junior
Senior
CLASS LEVEL OF RESPONDENTS

FIGURE 5

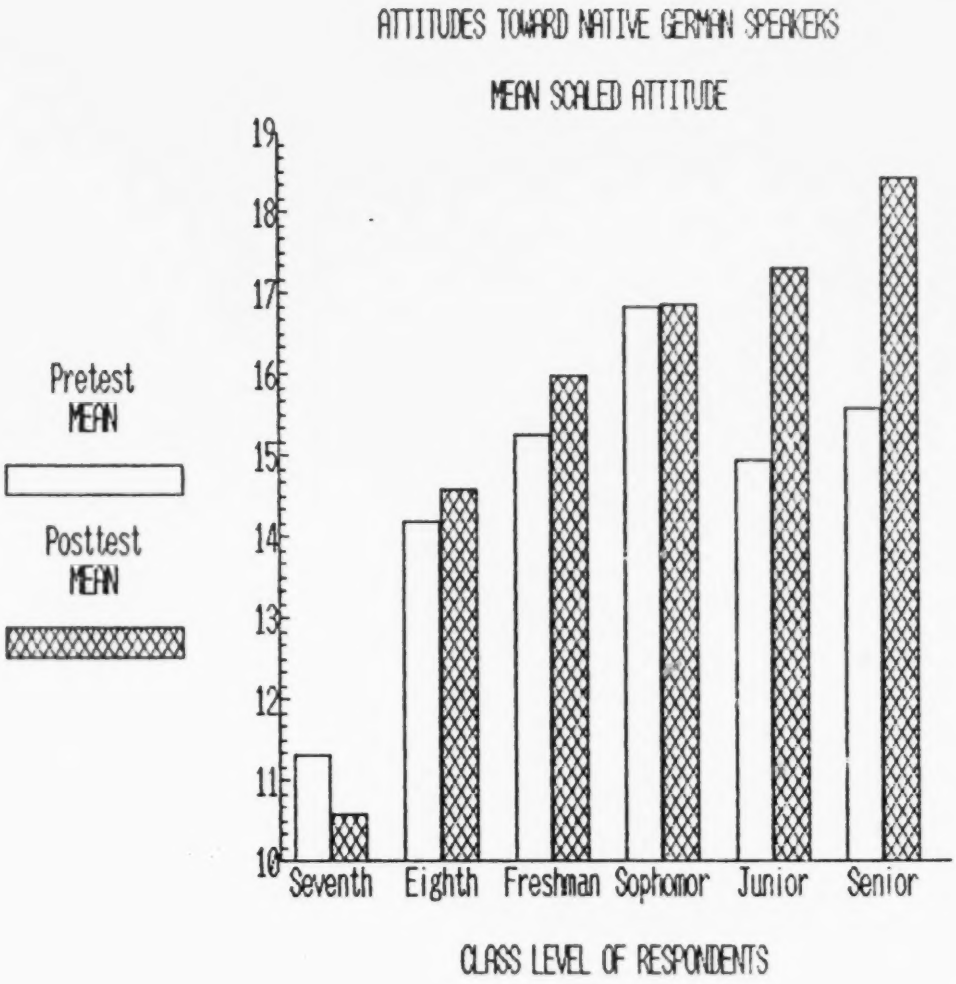
ATTITUDES TOWARD NATIVE GERMAN SPEAKERS
MEAN SCALED ATTITUDE
19
18
17
16
15
14
13
12
11
10
Pretest
MEAN
Posttest
MEAN
Seventh
Eighth
Freshman
Sophomor
Junior
Senior
CLASS LEVEL OF RESPONDENTS

FIGURE 6

APPENDIX D

PURDUE UNIVERSITY CALUMET
DEPARTMENT OF FOREIGN LANGUAGES & LITERATURES

Attitude questionnaire for
Foreign-Language Students

DIRECTIONS: For each of the following questions decide whether you strongly agree, agree, have no opinion, disagree, or strongly disagree and check the appropriate box. Read each item carefully.

SAMPLE: I plan to visit a country where this foreign language is spoken.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

Darken completely the box of your chosen answer. Use a No. 2 pencil.

1. Through my experience in foreign language study I have discovered that some aspects of American Culture are not as good as I had previously thought.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

2. I wish I could speak another language perfectly.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

3. Our lack of knowledge of foreign language accounts for many of our political difficulties abroad.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

4. I want to read the literature of a foreign language in the original.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

5. Knowledge of a foreign language is not really necessary for travel or not really necessary for travel or business abroad because most well-educated foreigners speak English.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

6. If I planned to stay in another country, I would make a great effort to learn the language even though I could get along in English.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

7. The study of a foreign language is mostly a waste of time.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

8. I think that a stay abroad for a year or more would be one of the most valuable experinces of my life.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

9. Foreign travel is high on my list of things I want to do.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

10. On the whole, I feel I am doing well in foreign language.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

11. I enjoy studying this foreign language.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

12. I wish there were less emphasis on speaking and understanding in the foreign language.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

13. Foreign Languages is my least preferred course.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

14. In my foreign language class, I am generally not prepared unless I know the instructor will ask for the assignment.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

15. I resent having to spend so much time on foreign languages at the expense of my other studies.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

Below are six reasons students frequently give for studying French/German/Spanish. Please read each reason carefully and rate it, indicating the extent to which it is descriptive of your own case.

16. I think it will some day be useful in getting a good job.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

17. It will help me better understand these people and their way of life.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

18. One needs a good knowledge of at least one foreign language to merit social recognition.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

19. It will allow me to meet and converse with more and varied people.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

20. I need it in order to meet college requirements.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

21. It should enable me to think and behave as do the speakers of this language.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

SET 2 INDICATE HOW YOU FEEL

NATIVE SPEAKERS OF THIS FOREIGN LANGUAGE TEND TO BE:

22. good

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

23. beautiful

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

24. clean

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

25. valuable

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

26. kind

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

27. pleasant

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

28. happy

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

29. nice

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

30. honest

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

31. fair

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

SET 3

INDICATE YOUR FEELINGS ABOUT NATIVE FRENCH SPEAKERS

32. Would marry one.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

33. Would have one as a close friend.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

34. Would have one as a next-door neighbor.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

35. Would work with one.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

36. Would have one as an acquaintance only.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

INDICATE YOUR FEELINGS ABOUT NATIVE SPANISH SPEAKERS

37. Would marry one.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

38. Would have one as a close friend.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

39. Would have one as a next-door neighbor.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

40. Would work with one.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

41. Would have one as an acquaintance only.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

INDICATE YOUR FEELINGS ABOUT NATIVE GERMAN SPEAKERS

42. Would marry one.

agree		opinion		disagree
[A]	[B]	[C]	[D]	[E]

43. Would have one as a close friend.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

44. Would have one as a next-door neighbor.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

45. Would work with one.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

46. Would have one as an acquaintance only.

strongly agree	agree	no opinion	disagree	strongly disagree
[A]	[B]	[C]	[D]	[E]

APPENDIX E

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